Using the Common Core Standards
To Plan Differentiated
Reading Instruction -
Third through Eighth Grades

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LOYOLA
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English Language Arts

Characteristics of the Common Core State Standards (CCSS)
in English Language Arts (ELA)
and
Implications for Teaching and Learning

1. Backward Design

2. Structure

3. Text Levels

4. Literacy in Disciplines

5. Informational Text

6. Close Reading

7. Text Sets

8. Writing about Texts

9. Argument & Evidence

10. Authentic and meaningful

11. Understand the writing genre you are trying to teach

12. Teach strategies specific to each reading and writing genre

2012 Center for Catholic School Effectiveness, School of Education, Loyola University Chicago. Some information gleaned from shanahanonliteracy.com and #10-12 from Duke, Caughlan, Juszwik & Martin, 2012
## Common Core “Shifts”

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA Literacy.

<table>
<thead>
<tr>
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<tbody>
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Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world—science, social studies, the arts and literature—through text. At least 50% of what students read is informational.

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms—rather than referring to the text, they are expected to learn from what they read.

In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase." Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

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www.engageNY.org
The SMARTER Balanced Assessment Consortium (SBAC) Design

English Language Arts and Mathematics, Grades 3–8 and High School

**BEGINNING OF YEAR**

DIGITAL CLEARINGHOUSE of formative tools, processes and exemplars; released items and tasks; model instructional units; professional development tools and resources; an interactive report generation system; scorer training modules; teacher collaboration tools; and a system feedback/evaluation mechanism.

**INTERIM ASSESSMENT**

Computer Adaptive Assessment and Performance Tasks

Scope, sequence, number and timing of interim assessments locally determined

**INTERIM ASSESSMENT**

Computer Adaptive Assessment and Performance Tasks

**PERFORMANCE TASKS**
- Reading/ Writing
- Math

**END OF YEAR ADAPTIVE ASSESSMENT**

Re-take option

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**Description of Major SBAC Features**

**Interim assessments:** These optional computer adaptive assessments will provide results on the same scale as the computer adaptive component of the summative assessment. This flexible system can assess either the full set of grade-level standards or a smaller set of standards, based on local curricula, at a deeper level to identify individual student needs. Teachers will have access to item and student responses. Reports will link teachers to appropriate formative strategies and professional development resources. Available in 2012-13.

**Summative assessments:**
- **Performance tasks will be completed annually (2 tasks in ELA and 2 in mathematics) during Consortium-defined testing windows.** Tasks will generally require two one-hour periods and involve student-initiated planning, management of information and ideas, interaction with other materials and/or people, and production of an extended response such as an oral presentation, exhibit, product development or extended written piece.
- **Computer adaptive assessments** will include approximately 40 to 65 questions per content area and be taken during the last 12 weeks of the school year. They will include selected response, constructed response and technology-enhanced constructed response items. Additional administration opportunities will be available, as locally determined.

**Scoring:** A combination of machine and teacher scoring will be used. Scores for each summative component will be returned within two weeks and will be combined for the student's annual accountability score.

**Digital Clearinghouse:** A digital library of optional resources to support teachers and students, grades K–12.

**Implementation:** Field testing in 2013; Operational by January 2015.

*Time windows may be adjusted based on results from the research agenda and final implementation decisions.*

Developed by The Center for K-12 Assessment & Performance Management at ETS, version 3, Spring 2011. For detailed information on SBAC, go to www.k12.wa.us/SMARTER/.
Proposed PARCC Design

English Language Arts and Mathematics, Grades 3 - 11

BEGINNING OF YEAR

25% 50% 75% 90%

END OF YEAR

PARTNERSHIP RESOURCE CENTER: Digital library of released items, formative assessment, model content frameworks, model instructional supports, student and educator tutorials and sample items, scoring training modules, and professional development materials.

Through-course ASSESSMENT 1
- ELA
- Math

Through-course ASSESSMENT 2
- ELA
- Math

Through-course ASSESSMENT 3
- ELA
- Math

END OF YEAR ASSESSMENT

Summative assessment for accountability

Required, but not used for accountability

Through-course ASSESSMENT 4
- Speaking
- Listening
Depth of Knowledge (DOK) Levels

**Level One** (Recall)
- Draw
- Identify
- List
- Label
- Illustrate
- Measure
- Infer
- Categorize
- Collect and Display
- Identify Patterns
- Organize
- Construct
- Modify
- Predict
- Interpret

**Level Two** (Skill/Concept)
- Graph
- Classify
- Separate
- Cause/Effect
- Estimate
- Compare
- Relate
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show

**Level Three** (Strategic Thinking)
- Revise
- Apprise
- Develop a Logical Argument
- Construct
- Compare
- Investigate
- Hypothesize
- Differentiate
- Cite Evidence

**Level Four** (Extended Thinking)
- Design
- Connect
- Synthesize
- Apply Concepts
- Critique
- Analyze
- Create
- Prove

Level One Activities
- Recalling elements and details of story structure, such as sequence of events, character, plot and setting.
- Conducting basic mathematical calculations.
- Labeling locations on a map.
- Representing in words or diagrams a scientific concept or relationship.
- Performing routine procedures like measuring length or using punctuation marks correctly.
- Describing the features of a place or people.

Level Two Activities
- Identifying and summarizing the major events in a narrative.
- Using context cues to identify the meaning of unfamiliar words.
- Solving routine multiple-step problems.
- Describing the cause/effect of a particular event.
- Identifying patterns in events or behavior.
- Formulating a routine problem given data and conditions.
- Organizing, representing and interpreting data.

Level Three Activities
- Supporting ideas with details and examples.
- Using voice appropriate to the purpose and audience.
- Identifying research questions and design investigations for a scientific problem.
- Developing a scientific model for a complex situation.
- Determining the author's purpose and describing how it affects the interpretation of a reading selection.
- Applying a concept in other contexts.

Level Four Activities
- Conducting a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Applying mathematical models to illuminate a problem or situation.
- Analyzing and synthesizing information from multiple sources.
- Describing and illustrating how common themes are found across texts from different cultures.
- Designing a mathematical model to inform and solve a practical or abstract situation.

TASK 1 TEMPLATE (Argumentative/Analysis L1, L2, L3): After researching ______ (informational texts) on ______ [content], write an ______ [essay or substitute] that argues your position, pro or con, on ______ [content]. Support your position with evidence from your research. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate, clarify, and support your position.  
Appropriate for: social studies, science

TASK 2 TEMPLATE (Argumentative/Analysis L1, L2, L3): [Insert essential question] After reading ______ [literature or informational texts], write an ______ [essay or substitute] that addresses the question and supports your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.  
Appropriate for: ELA, social studies, science

TASK 3 TEMPLATE (Argumentative/Comparison L1): After researching ______ (informational texts) on ______ [content], write an ______ [essay or substitute] that compares ______ [content] and argues ______ [content]. Be sure to support your position with evidence from the texts.  
Appropriate for: social studies, science

TASK 4 TEMPLATE (Argumentative/Comparison L1): [Insert essential question] After reading ______ [literature or informational texts], write an ______ [essay or substitute] that compares ______ [content] and argues ______ [content]. Be sure to support your position with evidence from the texts.  
Appropriate for: ELA, social studies, science

TASK 4 EXAMPLES

ENGLISH LANGUAGE ARTS What makes something funny? After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and explains which type of humor works for a contemporary audience and why. Be sure to support your position with evidence from the texts.

SOCIAL STUDIES Do presidential policies really make a difference in the lives of Americans? After reading primary and secondary sources, write an essay that compares John F. Kennedy’s New Frontier social policies with Lyndon Johnson’s Great Society social policies and argues which had a more significant impact on Americans. Be sure to support your position with evidence from the texts.

SCIENCE Which is the better energy source? After reading scientific sources, write an essay that compares the chemistry involved in producing nuclear energy and fossil fuels and argues which is the better energy source for urban communities. Be sure to support your position with evidence from the texts.
# HELPFUL WEB SITES – COMMON CORE STATE STANDARDS
for English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>The Common Core State Standards and Appendices</th>
<th><a href="http://www.corestandards.org">www.corestandards.org</a></th>
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<tbody>
<tr>
<td>3</td>
<td>Partnership for Assessment of Readiness for College and Careers (PARCC)</td>
<td><a href="http://www.parcconline.org/about-parcc">http://www.parcconline.org/about-parcc</a></td>
</tr>
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<td>4</td>
<td>Smarter Balanced Assessment Consortium (SBAC):</td>
<td><a href="http://www.smarterbalanced.org">www.smarterbalanced.org</a></td>
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<td>6</td>
<td>Curriculum 21</td>
<td><a href="http://www.curriculum21.com">www.curriculum21.com</a> Go to “Clearinghouse” tab for resources to use when integrating technology into the classroom</td>
</tr>
<tr>
<td>7</td>
<td>Common Core for the Holidays</td>
<td><a href="http://www.livebinders.com/play/play_or_edit?id=246031">http://www.livebinders.com/play/play_or_edit?id=246031</a> (or...just google Common Core Holidays)</td>
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<td>8</td>
<td>The Gates Foundation</td>
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<tr>
<td>10</td>
<td>Engage New York</td>
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<td>Pearson Education</td>
<td><a href="http://www.commoncore.pearsoned.com">www.commoncore.pearsoned.com</a></td>
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<td>12</td>
<td>St. Clair County, Michigan</td>
<td><a href="http://www.sccresa.org/toolsforschools/commoncore">www.sccresa.org/toolsforschools/commoncore</a></td>
</tr>
<tr>
<td>13</td>
<td>You Tube: The Hunt Institute</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Teaching Channel</td>
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</tr>
<tr>
<td>15</td>
<td>Library of Congress</td>
<td><a href="http://www.loc.gov">www.loc.gov</a></td>
</tr>
<tr>
<td>16</td>
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**Free App**

![Common Core Standards](CommonCoreStandardsPreview.png)

2012 Center for Catholic School Effectiveness, School of Education, Loyola University Chicago
Planning for Differentiated Reading Instruction

1. Create a Year-Long Plan.
   a. What topics will I teach during each quarter/trimester?
   b. Do these topics align with and achieve the Common Core Standards?
   c. Have I ensured that there is a balance among the genres?
   d. Have I ensured that there is a balance between literature and informational text?
   e. Do the topics integrate well with social studies, science, religion, math, etc.?

2. Create a unit plan for each topic on the Year-Long Plan.
   a. What is the topic of my unit? What are the learner outcomes? (In other words, what I want my students to have learned when they ‘come out’ of this unit?)
   b. What texts will I teach during this unit?
   a. Do I have books/texts that match the students’ reading levels in my classroom?
   b. Are the books/texts that I chose available to me? Are there multiple copies?
   c. If I couldn’t get multiple copies of the books/texts, are there at least two copies so two students could read, talk, and share?
   d. Do the books/texts that I have chosen appeal to boys and girls?
   e. Have I found other companion books/texts (text sets) that students can read once their ‘unit work’ is complete?
   c. What purposes do these texts serve? (In other words, what standards are met through these texts?)
   d. What writing can my students do while reading these texts?
   e. What purposes do these writing pieces serve? (In other words, what standards are met through these writing pieces?)

3. Pre-Test: choose one or more
   a. Universal screener in September, January, and May (e.g., AlMSWeb, DIBELS, MAP, etc.)
   b. Basal anthology’s pre-test in September
   c. Anticipation Guide, Interest Inventory, pre-test, etc. before the start of the unit

4. Determine Students’ Levels – examples:
   a. Fountas and Pinnell
   b. DRA
   c. Lexile

5. Student Reading Goals
   a. In addition to the books the students will read in the course of the unit, students are also responsible to read independently throughout the grading period. Have I conferenced with each student to set goals for the grading period?
   b. Is the student fully aware of these goals? Are the goals easy for the student to reference? (e.g., is there a Student Goal Sheet in the student’s data folder/portfolio?)
   c. Are the parents aware of the goals?
   d. Did I meet with the student regularly to check in with him/her regarding the goals?
   e. If the student isn’t close to meeting the goal, do we have a plan B?

6. Place Students in Groups – based on their reading needs
   a. Guided reading groups
   b. Literature circles
   c. Book clubs
   d. OR meet with students in individual conferences to meet their reading needs (Book Whisperer, Daily Five, In the Middle, etc.)
7. Plan for Guided Groups/Individual Conferences
   a. What skills and strategies do the students need?
      1. e.g., CAFE (Comprehension, Accuracy, Fluency, Extending Vocabulary)
   b. Can I show evidence of how I determined what skills and strategies this group or student
      needs (e.g., data from pre-test, universal screening, etc.)?
   c. How will I know that the students have learned these skills and strategies? In other
      words, what assessments will I administer? To what level (benchmark) do I want them to
      know these skills and strategies?
   d. What texts are they reading? Is there a balance of literature and informational text?
   e. How am I instructing the students about skills and strategies (close reads, mini-lessons,
      etc.)
   f. How will I organize my group materials?
   g. Where will students sit? Where will I sit?
   h. What will students do while I meet with individuals or small groups? e.g., The Daily Five:
      - Read to Self
      - Read to Others
      - Listen to Reading
      - Work on Writing
      - Word Work (*this is different once students master phonics)

8. Plan for Assessing Students (Post-Test)
   a. Will I assess them individually only?
   b. Will I assess them as a whole group?
   c. How will I document and organize the assessment information?
   d. What will I do with the assessment information?
   e. To whom do I report this information?
   f. Are the parents informed regularly and honestly about their child’s progress?

9. Plan for Intervention
   a. Are my students’ reading levels assessed regularly to ensure they are reading the right
      materials/texts?
   b. Are my above-level readers being sufficiently challenged with different (NOT MORE)
      work/texts?
      a. If yes, then I am succeeding right now. I will check back in four weeks’ time.
      b. If no, then I need to head to the library or book room or Internet and find different
         books/texts, talk to these students to find out what changes I can make, talk to other
         teachers: what do they do for their above-level readers?
   c. Are my below-level readers making progress? Is it enough to guarantee they will make at
      least one year’s progress by the end of the year? Will they be on grade level at the end of
      the school year?
      a. If yes, then keep it up!
      b. If no, then what is my intervention plan?

10. Reflect on the unit.
    a. Did this unit’s topic appeal to my class?
    b. Were all of the book titles/texts well-liked? What would I change when I do this unit next
       year? Is it good enough to keep for next year?
    c. Did the assessments get to the heart of my learner outcomes/targets?

11. Check on reading goals (#5) regularly.